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HIST 464
Fall 2009
Class time: MWF 11:00-11:50
Office hours: MWF 12:30-1:30, 3-4

U.S. Economic and Business History

Course description: This course examines the growth of the American economy, business thought, the evolution of the firm, and the changing place of women and minorities in American business society. It also explores the intersection between business and other institutions in American life, including labor, law, government, literature, education, and religion.

Required Readings:

Schweikart and Doti, The American Entrepreneur (2009)
Scranton and Blaszczyk, ed., Major Problems in American Business History (2005)
Calder, Financing the American Dream (1999)
Capparell, The Real Pepsi Challenge (2007)
E-reserve articles: Check Electronic Reserves (Morris Library) for additional handouts.

Assignments: See syllabus for schedule of assignments

Quizzes and

Discussion (30%):

Quizzes will be given on all discussion days. This assignment is to ensure that you keep up on the reading. The questions will not be difficult: If you have read that day's assignment, you should do well. Discussion counts for half this grade.

Paper(s) (35%):

OPTION A: Five short reviews: 3-4 book reviews (including Calder, Capparell) and 1-2 film reviews (see attached guidelines). For a list of books dealing with business, see <http://www.businesshistory.com/> or <http://www.infography.com/content/421479969481.html> or a list from my "Vice" seminar <http://tinyurl.com/ntn7lm>

OPTION B: A single paper (12-15 pages) on a topic of your choosing (approved by instructor). See attached guidelines.

Final examination (35%)

A cumulative exam that tests your knowledge of readings and lectures. The exam is "open note" **for those attend class** regularly (no more than two absences). Use detailed lecture outlines on my web site to organize your note-taking.

Open Source History Credit (extra 5%): read over <http://businessplanarchive.org/researchcorner/> and log in as a user. Find a company that interests you and then find information to add to the archive.

SEE "GUIDE TO ASSIGNMENTS" at the end of the syllabus

COLONIAL BUSINESS

Week 1	Aug.	24	Introduction: What is Economic and Business History?
		26	The Economy of Pre-Columbian America
		28	The European Inheritance
Week 2		31	<u>Discussion 1</u> : “Native Americans as Businessmen”
	Sept.	2	The European Inheritance
		4	Colonial Economy: Law, Land, and Labor
Week 3		7	NO CLASS (Labor Day)
		9	The Government Habit: Regulating Business and Labor
		11	Colonial Business and Culture OPTION DUE
Week 4		14	<u>Discussion 2</u> : “Christian Ethics, Corporate Persons, and the First Debate Over ‘Big Government’”
		16	Economics of Womanhood: Housewives and Businesswomen
		18	Economics of Resistance and Revolution

THE “MARKET REVOLUTION,” 1790-1860

Week 5		21	Revolutions in the Antebellum Economy
		23	Myth of the Self-Made Man and "Cult of Domesticity"
		25	Slavery and the South

INDUSTRIAL AMERICA, 1860-1915

Week 6		28	<u>Discussion 3</u> : “The Business of Slavery: ‘Don’t Take This Personally?’” (Week 5 readings)
		30	Civil War Economy
	Oct.	2	Blacks in Business: An "Economic Detour"
Week 7		5	<u>Discussion 4</u> : “Men, Women, and Machines at Work” (includes week 6 readings)
		7	Rise of Big Business: Transportation and Manufacturing
		9	Rise of Big Business: Mass Marketing
Week 8		12	Business Thought: Social Darwinism and the Self-Made Man
		14	Business and Literature: The Search for a Capitalist Hero
		16	<u>Discussion 5</u> : Calder, <u>Financing the American Dream</u> (1999)
			REVIEW 1 DUE
Week 9		19	Women and Department Stores: Selling, Shopping, Shoplifting
		21	<u>Movie</u> : “J.C. Penney: Main Street Millionaire”

BOOM, BUST, BOMBS: THE INTERWAR YEARS, 1920-1945

		23	"Prosperity Decade"? The American Economy during the 1920s
Week 10		26	"Prosperity Decade"? The American Economy during the 1920s
		28	<u>Movie</u> : "Henry Ford"
		30	The "Great Contraction": Is There an Explanation for 1929-1933?
Week 11	Nov.	2	Business Success during the Great Depression
		4	Affluence and Anxiety: The Postwar Economy, 1945-present
		6	Affluence and Anxiety: The Postwar Economy, 1945-present <u>Quiz</u> (weeks 9-11 material)
Week 12		9	<u>Discussion 6</u> : <i>The Real Pepsi Challenge</i> REVIEW 2 DUE

CONTEMPORARY AMERICA, 1945-present

		11	Affluence and Anxiety: Business in the Postwar Era
		13	<u>Movie</u> : "The Entrepreneurs" ROUGH DRAFT DUE
Week 13		16	<u>Discussion 7</u> : "Should Business Be 'Socially Responsible?'" (See primary source readings for Weeks 12-13)
		18	GUEST SPEAKER: Cooperatives and "Hippie Capitalism"
		20	<u>Movie</u> : "Sam Walton: Bargain Billionaire" REVIEW 3 DUE
Week 14		23	NO CLASS (Thanksgiving break)
		25	NO CLASS (Thanksgiving break)
		27	NO CLASS (Thanksgiving break)
Week 15		30	1980s-1990s: Downsizing the American Dream?
	Dec.	2	<u>Movie</u> : <i>Google Boys</i>
		4	<u>Discussion 8</u> : Bubble and Bust: The Crisis of 2008-2009 (READINGS TBA) REVIEW 4 DUE
Week 16		7	GUEST SPEAKER: dot.com success and failure BUSINESSPLANARCHIVE.org Report Due
		9	<u>Discussion</u> : Businessplanarchive – lessons learned
		11	Review REVIEW 5 OR FINAL PAPER DUE

Schedule of Reading Assignments

The required readings total approximately 1300 pages (85 pages/week), but the reading load varies over the course of the semester. Complete the readings by the *beginning* of the assigned week. The weekly pages numbers are rough estimates.

Week 1: American Entrepreneur [hereafter TAE], chap. 1
(22 pages)

Week 2: TAE, chap. 2 (62 pages)
Major Problems, chap. 3
Document 4: "A Hudson's Bay Factor Orders Merchandise for Indian Customers, 1739"
Document 5: "Boston Shopkeeper Advertises the Latest London Goods, 1757"
Essay: Carlos and Lewis, "Fur Trading on the Frontier: The Hudson's Bay Company and Indian Consumers"
E-reserve: Axtell, "First Consumer Revolution"

Week 3: TAE, chap. 3 ("Entrepreneurs in the New Nation, 1787-1840")
(48 pages)

Major Problems, chap. 2
Document 1: "Benjamin Franklin Coaches an Ambitious Tradesman, 1748"
Document 2: "Woodman's Christian Conscience Impels Him to Leave Retailing, 1756"
Document 5: "Promoter Alexander Cluny Extols Florida's Virtues, 1770"
Document 6: "Merchant-Planter Henry Laurens Reflects on Florida's Challenges, 1766"
Essay: Hancock, "Planting East Florida: The Harsh Reality of Mosquito's Bite Plantation"
E-reserve: "Economic Ideas of John Winthrop"

Week 4: TAE, chap. 4 ("The Entrepreneurial Explosion, 1820-1850")
(25 pages)
Document 2: "Corporations and Contracts, 1819"
Document 4: "The Corporation Becomes an Artificial Citizen, 1844"
Document 5: "Nathan Appleton Explains How Banks Benefit Everyone, 1831"
Document 6: "William M. Gouge Decries Banks as Corporations, 1833"
Document 7: "*Baltimore Patriot* Supports Government Regulation of Telegraphy, 1845"
Document 8: "*NY Journal of Commerce* Presses for Privatization of Telegraphy, 1846"
Essay: John, "Building the First Information Highway: The Deregulation of Telegraphy"
E-reserve: Owen, "An Open Letter to Capitalists" (1845)

Week 5: TAE, chaps. 5-6 (1850-1880)
(95 Pages)
Major Problems, chap. 5
Document 1: "A Georgia Planter Instructs His Overseer, 1832"
Document 3: "Frederick Douglass Remembers the Slave Trade, 1852"
Document 6: "Senator James Henry Hammond Declares 'Cotton Is King,' 1858"
Essay: Johnson, "The Slave Traders of New Orleans"
Essay: Faust, "James Henry Hammond and the Plantation as a Business"
E-reserve: "Hitman's Dilemma: Business, Personal and Impersonal"

Week 6:
(77 pages)

TAE, chap. 7 ("The Big Business Backlash: 1870–1920")

Major Problems, chap. 6

Document 7: Carnegie, "How Young Men Can Succeed, 1885"

Major Problems, chap. 9 (Race and Gender)

Document 2: "A Credit Agency Monitors Businesses Nationwide, 1850s-1880s"

Document 5: "Christine Frederick Advises Retailers on Selling to Women, 1920"

Essay: Olegario, "Jewish Merchants, Creditworthiness and Business Culture"

Essay: Kwolek-Folland, "Women's Businesses, New and Old"

E-reserve: "Less Work for Mother"

Major Problems, chap. 7

Document 2: "Duplicating Before Xerox: The Rapid Roller Copier, 1897"

Document 5: "Male and Female Telegraph Operators Go on Strike, 1907"

Essay: Yates, "How the Business World Adopted the Typewriter"

Essay: Lipartito, "Switchboard Operators or Girl-Free Automation?"

Week 7:
(155 pages)

Calder, Financing the American Dream, 1-155

Week 8:
(148 pages)

Calder, Financing the American Dream, 156-303

Week 9:
(56 pages)

TAE, chap. 8 ("Emergence of a Consumer Market: Business, 1900-1920")

Major Problems, chap.10

Document 1: Wanamaker, "The Four Cardinal Points of the Department Store, 1911"

Document 4: Cherington, "Putting Consumers Under the Microscope, 1924"

Document 7: "J.C. Penney, How Chain Stores Benefit Farmers, 1930"

Document 8: NWSA, "Why Chain Stores Threaten the Nation's Welfare, 1930"

Essay: Bean, "Mass Marketing Meets Main Street: Department Stores, Mail Order, and the Chain Store Menace"

E-reserve: "The Big Sell: Billboard History"

Week 10:
(39 pages)

TAE, chap. 9 ("Deliverance and Despair, 1920-1939")

Week 11:
(63 pages)

TAE, chap. 10 (1940–1960)

Major Problems, chap. 11

Document 1: "A Wall Street Broker Remembers, 1929"

Document 3: "American Liberty League Vigorously Opposes the New Deal, 1936"

Document 4: "CIO Leader Issues Warning to Industry, 1936"

Document 5: "GM Works Behind Closed Doors on Collective Bargaining, 1936"

E-reserve: Higgs, "Regime Uncertainty: Why the Great Depression Lasted So Long," Independent Review (1997) <http://tinyurl.com/9814e>

Week 12:
(300 pages) Capparrell, The Real Pepsi Challenge

Major Problems, chap. 12

Document 1: "NAM Outlines a Plan for Postwar Prosperity, 1944"

Document 2: "Real Estate Developers Lure Business to the Suburbs, 1948"

Major Problems, chap. 13

Document 2: "Weyerhaeuser Explains the Forest Industry's Practices, 1949"

Major Problems, chap. 15

Document 1: "*Fortune* Urges Business to Export Capitalism and Democracy, 1947"

Week 13:
(85 pages) TAE, chap. 11 ("Business's Winter of Discontent: 1960–1982")

Major Problems, chap. 13

Document 3: "Ralph Nader Blames Detroit Car Makers for Auto Accidents, 1965"

Document 4: "Alcoa CEO Explains Public Responsibility of Private Enterprise, 1967"

Document 5: "Economist Milton Friedman Urges Business to Focus on Profits, 1970"

E-reserve: Anderson, "New American Revolution: The Movement and Business"

Major Problems, chap. 14

Document 3: "'Ray Kroc Explains How He Built the McDonald's Empire, 1968"

Document 6: "Sam Walton, Ten Rules that Worked for Me, 1992"

Essay: Head, "Inside Wal-Mart"

Major Problems, chap. 15

Document 6: "Thomas Friedman Describes McDonald's Global Expansion, 1996"

Week 14: NO CLASS (Thanksgiving Break)

(10 pages) E-reserve: Bugos, "Organizing Stories . . . Four Films on American Business"

E-reserve: "Seeing Business through Hollywood's Lens"

E-reserve: "10 Movies Look at Business"

Week 15: TAE, chaps. 12-14
(100 pages) Bubble and Bust readings TBA (e-reserve)

Week 16: --

GUIDE TO ASSIGNMENTS

Quizzes and

Discussion (30%): Short quizzes open each discussion day. They include matching, multiple-choice, T/F, and/or fill-in-the-blank questions.

Discussion is extremely important to enhancing your comprehension and appreciation of the primary source documents in Major Problems. As a rule of thumb, I will grade your participation on this scale:

Absent = 0%
Quiet, attentive = 40%
Some participation = 80%
Good discussion = 100%

Final exam (35%) A cumulative exam that tests your knowledge of readings and lectures. Essays, short answer identifications and/or m-choice, T/F questions. The exam is “open note” **for those who attend class** regularly (no more than two absences). Use detailed lecture outlines on my web site to organize your note-taking.

Paper(s) (35%): OPTION A: Five short reviews: 3-4 book reviews (including Calder, Capparell) and 1-2 film reviews

OPTION B: A single paper (12-15 pages) on a topic of your choosing (approved by the instructor. **If you choose this option, then you do not need to write the five reviews but you are still responsible for Calder, Capparell on the final and quizzes.**

For instructions on completing OPTION A *or* B, see the following pages (and also the attachments available on my website)

OPTION A:

3-4 book reviews (including Calder, Capparell). For detailed guidelines on writing a book review, see the attachment “Writing a Book Review,” available on my web site.

1-2 film reviews: “Writing a Film Review” is also available on my web site.

Remember that you are judged by your ability to integrate the source with other class material. Begin by reading the three short articles on business and film. One overriding constant is the negative slant Hollywood takes on business, particularly corporate America. Does this vary by genre and time period? How do these films deal with working life? Business (and Hollywood) do not operate in a vacuum – what is going on in society that produces films such “The Apartment” (1960) or “Wall Street (1987)”? If you believe these films do not accurately depict business, why does Hollywood produce them?

The list of “business films” runs to the hundreds and more are constantly coming out each year. This is a genre within genres (comedy, thriller, mystery, and so on). For help with choosing a high quality film, peruse the web link below as well as the suggested titles. I had the library purchase most of them for this class and they are on reserve, so please take a look. If you have another in mind, please run it by me for my approval. Have fun at the movies!

<http://www.kipnotes.com/BusinessFilms.htm>

9 to 5 (1980)	Hudsucker Proxy (1999)
The Apartment (1960)	In the Company of Men (1997)
Asphalt Jungle (1950)	It's a Wonderful Life (1946)
Aviator (2005)	Lord of War (2006)
Baby Face (1933):	Man in the Gray Flannel Suit, The (1956)
Baby Boom	Man in the White Suit, The (1951)
Barbarians at the Gate (1993)	Match King, The (1932)
Big Clock (1948)	Modern Times (1936)
Boiler Room (2000)	Office Space (1999)–recent classic
Bonfire of the Vanities (1999)	One, Two, Three (1961)
Buddenbrooks (1958)	Other People's Money (1991)
Chinatown (1974)	Power (1986)
Citizen Kane (1942)	Putney Swope (1969)
Clerks	Roger and Me (1989)
Clock Watchers (1997)	Sabrina (1954, 1995)
Corporation, The (2004)	Save the Tiger (1973)
Death of a Salesman (1985)	Secret of My Success (1987)
Desk Set (1957)	Startup.com (2001)
Devil Wears Prada (2006)	Swimming with Sharks (1995)
Disclosure (1994)	Syriana (2006)
Executive Suite	Trading Places (1983)
Glengarry Glen Ross (1992)	Tucker: The Man and the Dream (1988)
Godfather (1972) and Godfather, Part II (1974)	Wall Street (1987)
How to Succeed in Business Without Really Trying (1967)	Will Success Spoil Rock Hunter (1957)
	Working Girl (1988)

OPTION B: Paper:

Research and write a 12-15 page paper analyzing an important issue or development in American business history. Note: In Spring 2010, I am offering a HIST 499 seminar on “The Business of Vice.” You might start your research here by focusing on this topic area (see my web site for the HIST 499 syllabus).

There are several ways to approach this assignment. You may:

- 1) Focus on an individual's contribution to American business (*biography*),
- 2) Write the history of a firm (*company biography*), or
- 3) Explore some economic issue in depth (*issue paper*).

The following instructions should aid in your research and writing, but if you have any questions, please don't hesitate to see me.

Step 1: Topic Selection:

Choose an issue that you find both interesting and important. The topic should be narrow enough to complete in a semester.

The following list of topics is suggestive of the wide range of interests pursued by business historians, but it is not meant to be complete. Choose one of these topics or come up with one of your own. All topics must be approved by the instructor.

Issues in Business History

Democratizing Death: A History of Industrial Life Insurance
The History and Development of the Credit Card
The Search for a Capitalist Hero: Business and Literature in Twentieth-Century America
The Growth and Evolution of the Mail Order Business
Eli Whitney and the Cotton Gin: The Limits of Patent Protection
Banning Billboards: What is the Price of “Beauty?”
"Palace of Consumption": Marshall Fields and Its Critics, 1880-1900
Consumer Advocacy during the Great Depression
"Black Capitalism" in Chicago
A History of Housewifery in Nineteenth-Century America
Business and “Right to Work” Advocacy in the 1960s
The Federal Deposit Insurance Corporation: An Overview of Its Creation and Function
The PATCO strike of 1981
An Economic History of Prohibition
Scientific Philanthropy: Andrew Carnegie and the "Gospel of Wealth"

Step 2: Research

At a minimum, you should consult several secondary sources. You will be judged on your ability to integrate class material with your research findings so be aware of broader trends in the economy. For example, if you are writing a biography of a black businessman in the nineteenth century, you should comment on the legal and economic barriers faced by African-American entrepreneurs at that time.

Reference guides

Use the following reference works as a starting point for your research.
Items with an asterisk ("*") are particularly useful.

Bibliographies and Encyclopedias

- * Bulls, Bears, Boom, and Bust: A Historical Encyclopedia of American Business Concepts (2006)
- *Encyclopedia of African American Business History (1999)
- *Encyclopedia of American Business (2004)
- *Encyclopedia of American Economic History (1980)
- *Encyclopedia of American Women in Business: Colonial Times to Present (2005)
- *Encyclopedia of Native American Economic History (1999)
- Guide to Business History (1948) (1964 ed. available ILL)
- *Historical Statistics of the United States (2006)
- International bibliography of business history (1997)

Biographical references

Business leaders

- *African-American Business Leaders: A Biographical Dictionary (1994)
- African-American business leaders and entrepreneurs (2004)
- *American National Biography (1999)
- *Biographical Dictionary of American Business Leaders (1983)
- Business Biography Master Index (1987)
- Current Biography (1940-)
- Notable American Women, 1607-1950 (1975)
- Notable American Women: The Modern Period (1980)
- Women in the American Economy: A Documentary History, 1675 to 1929 (1976)

Company biographies

- Corporate America: A Historical Bibliography
- International Directory of Company Histories (1988-1998)
- United States Corporation Histories: A Bibliography, 1965-1990 (1991)
- The Records of American Business (1997): essays discussing uses of business records.

Periodical Databases (indexes and entire runs of journals)

<u>Index</u>	<u>Location</u>
*America: History and Life	On-Line (1964-)
*Business Periodicals Index	On-Line (1982-), Index Shelves (Before 1958, <i>Industrial Arts Index</i>)
*Business Source Complete:	online (1886-)
Econlit	On-Line (1970-)
Chicago Tribune	On-Line (1850s-)
New York Times	On-Line (1850-)
Wall Street Journal	Online (1870s-)

Scholarly Journals

- Business and Economic History
- Business History
- *Business History Review
- *Enterprise & Society
- Essays in Economic and Business History
- Explorations in Economic History
- *Journal of Economic History
- The Independent Review: A Journal of Political Economy

Primary Sources (selected):

Records of the National Negro Business League (1900-1923): microfilm

Independent Woman (1920-1955) and National Business Woman (1956-Present),
The Magazine of the National Federation of Business and Professional Women's
Clubs (1958-present): 3rd Floor periodicals, 31910-3962

<http://www.businessplanarchive.org/>

The Archive collects and preserves business plans and related planning documents from the
Birth of the Dot Com Era so that future generations will be able to learn from this
remarkable episode in the history of technology and entrepreneurship.

Step 3: Note-Taking

By summarizing or digesting other people's words into your own, you are "pre-writing." Good writers know that doing this work "up front" is more efficient than trying to write a paper on the back end (no pun intended) without notes. By writing in your own words, you will avoid plagiarizing, see themes emerge from your sources, and have half the job done before you write the first draft! I recommend you use 4X6 note cards that you can shuffle into an organized outline format. Electronic note-taking: I use Endnote X3 but it costs \$110. For free note-taking programs, [try Zotero](#) Beta version (Firefox add-on) [or Evernote](#) I discuss these programs at my *eHistory* blog: <http://i-history.blogspot.com/>

Note: Avoid taking too many long quotes down as notes. Choose only quotes that are colorful, historic, memorable. You can summarize anything else in your own words. A choice quotation or two makes a paper sparkle; one quotation after another bores the reader.

Step 4: Writing

- a. **Time Management:** Allow enough time to write a good paper. In general, good writing is rewritten writing. You will probably need to prepare an **outline** and several **drafts** of your paper before you finish. Be sure to proofread your paper carefully. Papers with many misspellings or typographical errors will be returned as unacceptable and will have to be reworked.
- b. **Organization:** A well-organized paper has three things: an introduction, main body, and conclusion. Or, as a wise writer once said, “tell them what you are going to tell them (Introduction), tell them (Main Body), then tell them what you just told them” (Conclusion). The Introduction should provide a brief summary of the paper and a *thesis* statement that asserts your point of view (e.g., “corporate America increasingly relied upon installment buying to sell goods and this led to the development of the all-purpose credit card”—note that this thesis is arguing something, making a point, offering a viewpoint on the subject). The Conclusion will usually be a paragraph or two reiterating the thesis and summing up your findings. Don’t be anxious about your introduction or conclusion: They are the most difficult parts of a paper to write, and rewrite. Indeed, you will probably spend much of your time rewriting the introduction and conclusion to get them “just right.” They are important because the Introduction “grabs” the reader and the conclusion wraps the paper up nicely.
- c. **Paragraphing:** The Main Body will contain the “guts” of the paper. Make sure that each paragraph includes a **topic sentence** (experienced writers often make the first sentence in a paragraph the topic sentence). A “topic sentence” contains the main idea or theme of the paragraph. If there are several main ideas or themes discussed in a long paragraph, then *break it up* into several paragraphs, with each paragraph devoted to a separate idea. In general, it is rare to find a paragraph longer than a page!
- d. **Footnoting:** Direct quotations must be put in quotation marks and footnoted. You must also provide footnotes when you are using someone else's ideas. Footnotes can appear at the bottom of each page or collected at the end of the paper as endnotes. Each note should identify the author of the work, its title, place of publication, date of publication, and page number. Example:

1. Harold G. Vatter, The U.S. Economy in World War II (New York: Columbia University Press, 1985).

Citations to reference works should include the name of the reference, the title of the entry, and the author (if any). Example:

1. Current Biography (1954), "Patman, Wright," by John Carr.

Step 5. Bad Writing: to avoid bad writing, remember the following “thou shall nots”:

- a. **No string-of-quotation** writing. Use some evidence and examples to support your arguments; but do not litter your paper with one quotation after another.
- b. **No run-on sentences** that go on and on (too long). Be precise and succinct. Avoid overly long sentences and paragraphs.
- c. **No jargon.** You may incorporate technical concepts into your paper, but do not overwhelm the reader with *jargon* (technical terms that an ordinary intelligent person would not understand). Assume you are writing for an audience of intelligent people who are not experts on the subject.

Step 6: Peer Review

Several weeks into the semester you will be assigned a peer reviewer, another student in the class who will read and evaluate a rough draft of your essay. In turn, you will be asked to evaluate his/her essay. Historians focus their research and hone their writing by submitting it to peer review. You too should benefit from the constructive criticisms of your fellow students. Be constructive: Note the strengths and weaknesses of the student's paper. How could the paper be improved? Avoid the temptation to uncritically praise the paper you are reviewing; the author deserves to benefit from your helpful advice.

As a peer reviewer, you must hand in two copies of your evaluation: one to the author of the essay and one to me. Your review is worth **10% of your essay grade.**

Step 7: Final paper: hard copy to me, electronic file to Turnitin.com

*****WARNING:**

I will not tolerate academic misconduct in this class. I will report suspected cases of misconduct. The Student Conduct Code sets forth penalties for academic misconduct (www.siu.edu/~docedit/policies/conduct.html). Possible sanctions include failure of an assignment, failure in a course, disciplinary probation, or suspension from the university. Don't risk it.

You must research and write your papers yourself. You may not have a friend write your paper. You may not hire someone to write your paper (this includes Internet paper mills, which I can and do check). You may not turn in a paper previously used in a different class.

Avoid **plagiarism**. Plagiarism consists of using someone else's ideas as your own without properly acknowledging them. Changing a few words is not enough; it is still plagiarism. If you are unsure what constitutes plagiarism, consult your teaching assistant or instructor.

DISCUSSION DAY TIPS

To provide some clarification on grading procedures, and clear up any misunderstanding, please read the following. I am emailing it to save precious class time.

The syllabus states:

"Quizzes and Discussion (30%): Quizzes will be given on all discussion days. This assignment is to ensure that you keep up on the reading. The questions will not be difficult: If you have read that day's assignment, you should do well. Discussion counts for half this grade"

In other words, quizzes constitute half the grade (15%) and discussion the other 15%. However,

QUIZZES:

*TRIPLE quiz value on days we discuss the Calder and Capparell (i.e., the quiz counts twice)

*Dropping the lowest quiz: I drop the lowest single quiz grade.

DISCUSSION

ORAL: I will ask you to turn in cards if you contributed in class. Briefly note what you said (shorthand). I consider quality as well as quantity. The cards are a memory jogger when I return to my office to grade your discussion. If you do not turn in a card, I assume that you had nothing to say (or the time to say it) and your discussion grade will then be based upon